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ABSTRACT

Many educators and researchers have questioned the relationship between science and technology and the appropriate place of each in the curriculum. What researchers have discovered is that many countries approach this issue in different ways. The emphasis in this document is placed on the interdependence of science and technology in a pluralistic society. Chapter 2, "What Is Science?", outlines the contemporary debate about the nature of science and begins to relate it to science teaching in school. Chapter 3, "Science Curricula for a Pluralist Society", criticizes the adoption of a Western, male view of science in school syllabuses and textbooks. Chapter 4, "A Science Department for All", draws together examples of good practice and tries to suggest what a school science department that was appropriate for all learners might be like in its staffing, organization, appearance and teaching methods. Chapter 5, "Teaching Controversial Issues in Science", looks at the strengths and weaknesses of the various approaches that are used for teaching controversial issues in school science. Chapters 6,7, and 8 contain a large number of examples intended to help the teacher who wishes to adopt the approach to science education advocated in this book. (ZWH)

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